

# Local Assessment System Peer Review Tool – Distribution Draft

LAS Principles	Peer Reviewer Question	Source of Evidence	<div> List supporting evidence: <div>Curriculum documents aligned with MLR?</div> <table border="1"> <tr> <th>Content Area</th> <th>PK-4</th> <th>5-8</th> <th>9-12</th> </tr> <tr> <td>ELA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Health/Physical Education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science &amp; Technology</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social Studies</td> <td></td> <td></td> <td></td> </tr> </table> </div>					Content Area	PK-4	5-8	9-12	ELA				Health/Physical Education				Mathematics				Science & Technology				Social Studies			
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<b>Coherence</b>  <b>Fairness</b> (Oppportunity to learn)	What steps have been taken to ensure that all students have the opportunity to <i>learn, develop and demonstrate</i> the knowledge and skills in Maine's <i>Learning Results</i> ?	<ul style="list-style-type: none"> <li>Curriculum documents</li> <li>Course of study documents</li> <li>Communication guidance on pathways to ensure opportunity to learn</li> </ul>	List missing evidence:																												
	Evidence of Accomplishment	<b>Extent to Which Evidence is Present</b>  indicate your general rating:																													
	(All = regular education, special education, vocational education, alternative education ...)	The PK-4 – 5-8 curriculum sequence and the 9-12 programs of study for each of the 5 disciplines include courses/ course sequencing that correspond to the content standards of the <i>Learning Results</i> to provide the opportunity for all students to learn the knowledge and skills in the <i>Learning Results</i> .	<div>1</div> The evidence does not demonstrate accomplishment of any aspect of the principle/ criterion.	<div>2</div> The evidence demonstrates accomplishment of a few aspects of the principle/ criterion.	<div>3</div> The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.	<div>4</div> The evidence demonstrates accomplishment of most aspects of the principle/ criterion.	<div>5</div> The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.																								
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CONT.		<ul style="list-style-type: none"> <li>5 sample assessments (including locally developed or adapted assessments) from across 5 content areas and 3 grade spans; curriculum and instruction artifacts used to develop skills and knowledge for each assessment</li> </ul>	<p><b>Extent to Which Evidence is Present</b></p> <p>indicate your general rating:</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td> <td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td> </tr> </tbody> </table>					1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.	The evidence demonstrates accomplishment of most aspects of the principle/criterion.	The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.														
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The 5 sample assessments with the artifacts of curriculum and instruction represent an adequate opportunity for students to demonstrate the knowledge and skills in the <i>Learning Results</i> .																															

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<b>Sufficiency</b>  <b>Assessment Type-Selection and Distribution</b>	Has the SAU selected a collection of assessments to meet the rules for this principle/criterion?	<ul style="list-style-type: none"> <li><b>Description of process (i.e. DOE Balance of Representation or local method)</b></li> <li><b>List of prioritized performance indicators at each grade span for each of the 5 content areas.</b></li> </ul>	<table border="1"> <thead> <tr> <th>Content Area</th> <th>PK-4</th> <th>5-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Health/Physical Education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science &amp; Technology</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social Studies</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Content Area	PK-4	5-8	9-12	ELA				Health/Physical Education				Mathematics				Science & Technology				Social Studies			
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		Description of a process to prioritize performance indicators; a list of indicators for each grade span for each of the 5 content areas.  (LAS Guide, Pg. 9)	indicate your general rating: <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td> <td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td> </tr> </tbody> </table>					1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.	The evidence demonstrates accomplishment of most aspects of the principle/criterion.	The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.														
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CONT.		<ul style="list-style-type: none"> <li><b>Content Area / Grade Span Templates (15)</b></li> </ul>	<p><b>Extent to Which Evidence is Present</b></p> <p>indicate your general rating:</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td> <td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td> </tr> </tbody> </table>					1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.	The evidence demonstrates accomplishment of most aspects of the principle/criterion.	The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.														
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<p>Evidence of Accomplishment</p> <p>A collection of at least 8 assessments have been identified for each content area and includes:</p> <ul style="list-style-type: none"> <li>At least one measure of each content standard.</li> <li>At least 5 measures for each content cluster.</li> <li>A variety of assessment types for each school level reporting category.</li> </ul>																															

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Criterion 2	Peer Reviewer Question	Source of Evidence	List supporting evidence:				
<b>Comparability</b>	Has the SAU ensured that similar judgments of student performance in a content area reflect similar levels of proficiency in terms of the content and skills as identified in Maine's <i>Learning Results</i> ?	<ul style="list-style-type: none"> <li><b>Templates with common assessments labeled for the 5 content areas and 3 grade spans</b></li> </ul>	List missing evidence:				
		Evidence of Accomplishment					
		<b>CONT.</b>	At least 75% of each collection of assessments used for certification are common assessments.	indicate your general rating:			
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CONT.		<ul style="list-style-type: none"> <li>Policy documents for alternate assessment /accommodations and sample assessments.</li> <li>2 sample IEPs (names removed)</li> </ul>	List missing evidence:												
		Evidence of Accomplishment	Extent to Which Evidence is Present												
		Measure all students against the same standards, providing appropriate accommodations or alternate assessments as necessary.  (LAS Guide, Pg. 15)	indicate your general rating: <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td> <td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td> <td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td> </tr> </tbody> </table>					1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.
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CONT.		<ul style="list-style-type: none"> <li>• <b>Sample assessments (with scoring guides if used)</b></li> <li>• <b>Conversion protocol</b></li> </ul>	List missing evidence:								
		Evidence of Accomplishment	<b>Extent to Which Evidence is Present</b>  indicate your general rating:								
		All scores for each performance indicator will be placed on a 4-point scale.  (LAS Guide, Pg 15)	<table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr> </thead> <tbody> <tr> <td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td><td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td><td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td><td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td><td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td></tr> </tbody> </table>	1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.
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Criterion 3	Peer Reviewer Question	Source of Evidence	List supporting evidence:												
<b>Replacement</b>	Is there an SAU replacement policy allowing all students to replace low performance on an assessment with better performance on another assessment (within the set of assessments for certification?)	<ul style="list-style-type: none"> <li><b>Replacement Policy</b></li> </ul>	List missing evidence												
		Evidence of Accomplishment													
		<p>A replacement policy is in place at each grade span and for each of the 5 content areas that includes:</p> <ul style="list-style-type: none"> <li>The opportunity for a student to replace a low performance with a better performance across the collection of assessments for each content area.</li> <li>A provision that replacements ensure a variety of types, the belief that form follows function, and maintains the distribution across the content area.</li> <li>How many times, when, and under what circumstances a student is allowed to replace based on the Purpose of Replacement.</li> <li>The opportunity for additional instruction/remediation required before the replacement.</li> </ul> <p style="text-align: right;">(LAS Guide, Pg. 18)</p>	<b>Extent to Which Evidence is Present</b>  indicate your general rating: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">1</th> <th style="width: 15%;">2</th> <th style="width: 15%;">3</th> <th style="width: 15%;">4</th> <th style="width: 15%;">5</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td> <td style="text-align: center; padding: 5px;">The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td> <td style="text-align: center; padding: 5px;">The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td> <td style="text-align: center; padding: 5px;">The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td> <td style="text-align: center; padding: 5px;">The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td> </tr> </tbody> </table>					1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.
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Criterion 4	Peer Reviewer Question	Source of Evidence	List supporting evidence:														
Performance Standards	Has the SAU made a decision about the performance standards to be applied?	<ul style="list-style-type: none"> <li><b>Performance Standards Set/ Policy Document</b></li> </ul>	List missing evidence:														
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A set of performance standards to apply for certification purposes has been identified by the SAU.  (LAS Guide, Pg. 4)																	

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Criterion 5	Peer Reviewer Question	Source of Evidence	List supporting evidence:												
Public Reporting	Is the SAU prepared to report the performance levels of its students in the 5 content areas at the 3 grade spans?	<ul style="list-style-type: none"><li>Policy for Reporting</li><li>Sample Reporting Format</li></ul>	List missing evidence												
		Evidence of Accomplishment	Extent to Which Evidence is Present												
		<p>The SAU is prepared to report to the public annually:</p> <ul style="list-style-type: none"><li>the percentage of <u>students</u> in each of the 4 performance levels in each content area at each grade span</li><li><u>school level</u> information for the 5 content areas at the end of each grade span at a greater specificity than the content area</li></ul> <p>(LAS Guide, Pg. 25)</p>	<p>indicate your general rating:</p> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td><td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td><td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td><td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td><td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td></tr></table>					1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.
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<b>Chapter 127</b>	<b>Peer Reviewer Question</b>	<b>Source of Evidence</b>	List supporting evidence:  List missing evidence:										
Standards for Local Assessments and Local Assessment Systems  (Chapter 127 Sec. 4.02)	Has the SAU developed the policies/plans for local assessment systems listed in Chapter 127 Instructional Program, Assessment, and Diploma Requirements-Section 4.02?	<ul style="list-style-type: none"> <li><b>Graduation Policy</b></li> <li><b>Policy regarding role of MEA</b></li> <li><b>Professional Development Plan</b></li> <li><b>Communication Strategy Plan</b></li> <li><b>Data Management Plan Implementation of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts Plan</b></li> </ul> <div>Evidence of Accomplishment</div> Policies and plans required by Chapter 127 Instructional Program, Assessment, and Diploma Requirements	<p align="center"><b>Extent to Which Evidence is Present</b></p> <p align="center">indicate your general rating:</p> <table border="1"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr> </thead> <tbody> <tr> <td>The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.</td><td>The evidence demonstrates accomplishment of a few aspects of the principle/criterion.</td><td>The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.</td><td>The evidence demonstrates accomplishment of most aspects of the principle/criterion.</td><td>The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.</td></tr> </tbody> </table>	1	2	3	4	5	The evidence does not demonstrate accomplishment of any aspect of the principle/criterion.	The evidence demonstrates accomplishment of a few aspects of the principle/criterion.	The evidence demonstrates accomplishment of about half of the aspects of the principle/criterion.	The evidence demonstrates accomplishment of most aspects of the principle/criterion.	The evidence clearly demonstrates accomplishment of all aspects of the principle/criterion.
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